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Exploring Positive Attitudes of EFL Secondary Teachers Toward Smart Board Usage in Vocabulary Teaching

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Abstract: ***This study investigates the effectiveness of using smart boards in teaching English vocabulary and explores their role in enhancing the academic achievement of secondary school students during the year 2024. The research adopts a descriptive–analytical approach to evaluate teachers' perceptions and classroom practices related to smart board integration. Data were collected through a vocabulary achievement test administered to secondary school (25) students, and the results were analyzed using the Statistical Package for the Social Sciences (SPSS), enabling both descriptive and inferential analysis. The findings reveal that Sudanese secondary school teachers of English as important of which are Smart boards are used in secondary school classes, EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary, using smart boards in EFL secondary school classes has many advantages. Moreover, the results demonstrate that smart board use increases student engagement, promotes interactive learning, and supports greater retention of new vocabulary. The study further highlights the pedagogical advantages of smart boards, including multimodal input, real-time feedback, and the capacity to address diverse learning styles. Based on these findings, the research recommends sustained professional development programs to train secondary school teachers in the effective use of smart boards, alongside broader initiatives to integrate modern educational technologies into EFL classrooms. Such measures can maximize the pedagogical benefits of digital tools while enriching students' language learning experiences***.

Keywords: Smart board, vocabulary teaching, EFL, secondary education, teacher attitudes

1. Introduction

Nowadays scholars make a shift towards teaching through technology, where, trying to follow our times, we strive to prepare our students to embrace the new world that lies ahead them. As Information and Communication Technologies (ICTs) have altered the way we teach and learn, taking education to another level, where a previous teacher centered approach has today become a student centered one. It is a breakthrough by all means which has revolutionized the learning process allowing knowledge to be effortlessly distributed and be able to take place any-where.

Davies and Hewer, (2012) claim that, Computer Assisted Language Learning is today regarded as a critical element that has shifted educational goals from knowledge acquisition to aspects and ways that produce the development of attitudes and intellectual capabilities as well as of further assimilation of knowledge. It is however the responsibility of teachers to ensure that they are first and foremost familiar with the ICT use that is about to take place in their classroom for such assimilation of knowledge to take place on secure grounds. Consequently, the learners' computer skills are to be evaluated along with their web navigation skills and language level. Students who learn English as a foreign language need further language support. They need to practice in hearing language, reading language, speaking language, and writing language in order to develop their experience and skills. For doing such tasks, they are in need of using various tools which can help them learn the language easily and effectively.

Technological tools for language teaching includes the personal computer which plays a central role in learning (Davies & Hewer, 2012). There are, however, other technological tools that can be utilized in language learning besides computers. Each technological tool has its specific benefits and application with one of the four language parts (speaking, listening, reading, and writing). However, in order to use these techniques successfully, the EFL student should be familiar with using computers and internet, and capable of interacting with these techniques.

The use of technology brings lot of advantages into the classroom. Students may have a chance to see the real world in the classrooms and they can be motivated easily. Ellis (1994) points out that creating challenging tasks and activities motivate the language learners. This research aims to highlight the role of using ICTs in teaching English as a foreign language. It discusses different approaches and techniques which can assist English language students to improve their learning skills by using technology.

Classroom teachers should understand how technology has changed the way students learn in the classroom, Many children today are exposed to computer technology at an early age at home, Most parents have computer at home and they teach their children how to use the technology for their benefit, many young children are already playing computer games over the internet or other technology devices even before they enter the classroom on the first day of school. Hence the study to effectiveness of the smart board in learning English language and its role in the academic achievement of secondary school students

2. Materials and Methods

This section includes a detailed description of the research methodology that was utilized in the study. and organized into

several that provide a framework within which to describe the study procedures, the researcher used the descriptive analytical method and (SPSS) for the analysis. This kind of research is defined by Kothari (2004:3.4) as " descriptive research includes survey and fact- finding enquiries of different kinds. The major purpose of descriptive research is description of affairs as it exists at present". In addition, he states that "the researcher has no control over the variable, he can only report what has happened or what is happening", the researcher thinks this method is appropriate for this study.

Tools of data collection

Primary data

- An achievement test (per-post delayed)
- An attitude scale per-post to determine the student's attitude towards English language vocabulary.

Secondary data: this data was collected from books, articles, previous studies and internet sources.

The first author conducted and documented systematic.

3. Results

In this topic the researcher deals with a precise description of the method and procedures that I follow in carrying out this study, and this includes a description of the study community, the method of preparing the tool represented in the questionnaire, the procedures that were taken to ensure its effectiveness and impact, the method followed to apply it, and the statistical treatments by which the data were analyzed. Moreover, extract the results.

Table 1: Compare mean and Std-deviation

	Pre test	Mean	Std. Deviation
Pretest Statistics	Q (1): Grammar	4	1.854
	Q (2): Suffixes	3.43	2.319
	Q (3): Prefixes	2.95	2.087
	Q (4): Composition	1.6	1.236
	Mark	2.55	1.694
Test Statistics	Q (1): Grammar	5.48	0.816
	Q (2): Suffixes	5.93	0.474
	Q (3): Prefixes	5.8	0.648
	Q (4): Composition	4.23	2.236
	Mark	4.68	0.971

In the pretest the grammar mean equal 4out in the second the grammar mean equal 5.48 that mean the result is be best in the second time the suffixes mean is 3.43 in the first test and if we try the test again the mean be best that out and equal 5.93 the prefixes in first one is equal 2.95 but in the try test again us equal 5.8 also the composition in first test equal 1.6 and the try again test is 4.23 also the mark be best for one and two from 2.55 for 4.64 that mean there is effecter re-examination in the result meaning that repeating has significant difference

In the pretest these with less than so were with a percentage of 42.5% of the total number the examiners and 50-60% were 6 with a percentage of 15% also the examiners who acquired (70<60) were 5 which 12.5% percentages. 4 of examiners are equal (80<70) with 10% 6 of examiners are equal 15% and the last one in the pretest 2 of the examiners equal (90>) with 5% and if we compare with the test we find different results of exam.

In table2.we find that no one equal less than 60% for the mark and 4 of the examiners equal (70<60) with 16.0% percentage 15 examiners
equal (80<70) with 24.0% 6 examiners
equal (90<80) with 40.0% 10 examiners
equal (<90) with 20.0% ,5 examiners

There are significant differences in re-exams that appear in the overall grads that improved in a clear way.

In pretest 32.5% of Examiners equal 90≥ and 15% equal (less than 50) 12.5% equal 50<60 20% equal (70-80) but in test no one equal less than (60) 65% equal 90≥ 20% equal (80-90) degree 12.5 equal (70-80) and 2.5 equal (60-70) degree.

That means the examiners do better in test if it repeat it there is a significant between two test in the grammar.

Table 2: Test Mark

	Pre- Test Mark					test Mark			
		Frequency	Percent	Valid Percent	Cumulative Percent	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 50%	8	32.00%	32.00%	32.00%				
	50% to less than 60%	3	12.00%	12.00%	44.00%				
	60% to less than 70%	2	8.00%	8.00%	52.00%	4	16.00%	16.00%	16.00%
	70% to less than 80%	4	16.00%	16.00%	68.00%	6	24.00%	24.00%	40.00%
	80% to less 90	6	24.00%	24.00%	92.00%	10	40.00%	40.00%	80.00%
	90% or more	2	8.00%	8.00%	100.00%	5	20.00%	20.00%	100.00%
	Total	25	100.00%	100.00%		25	100.00%	100.00%	

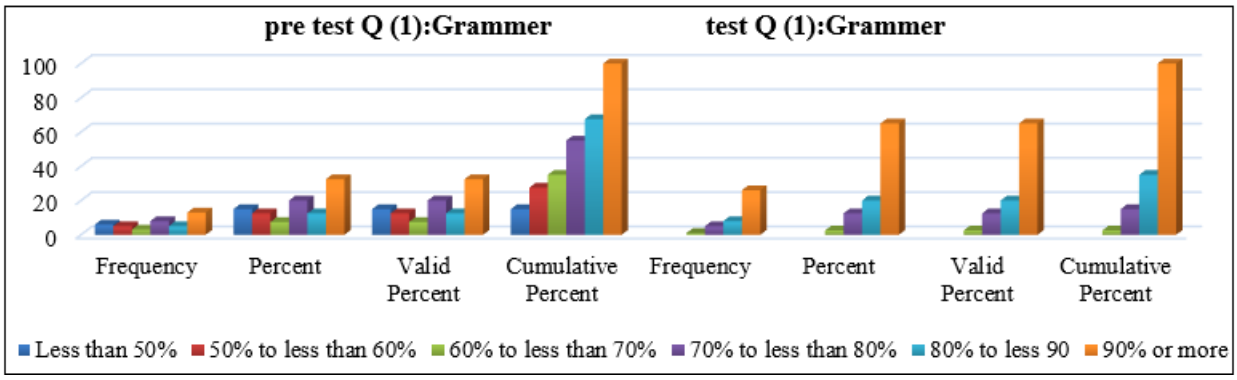

Figure 1: Grammar

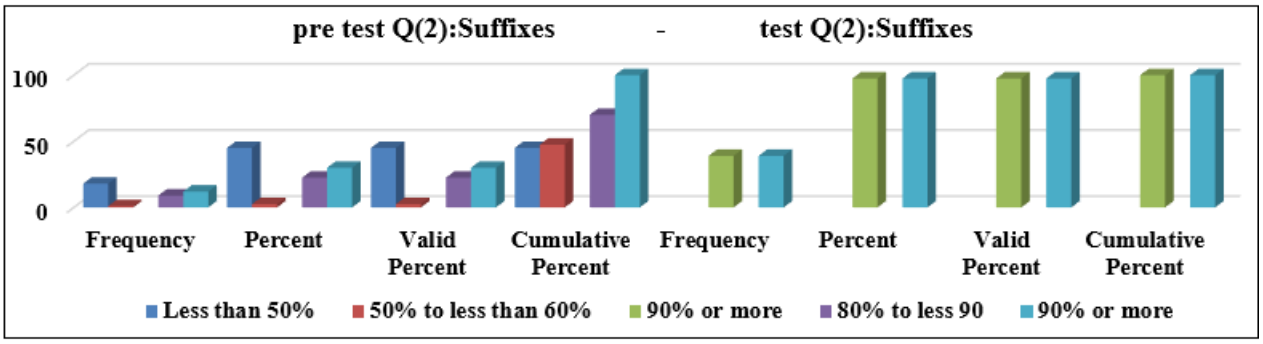

Figure 2: Suffixes

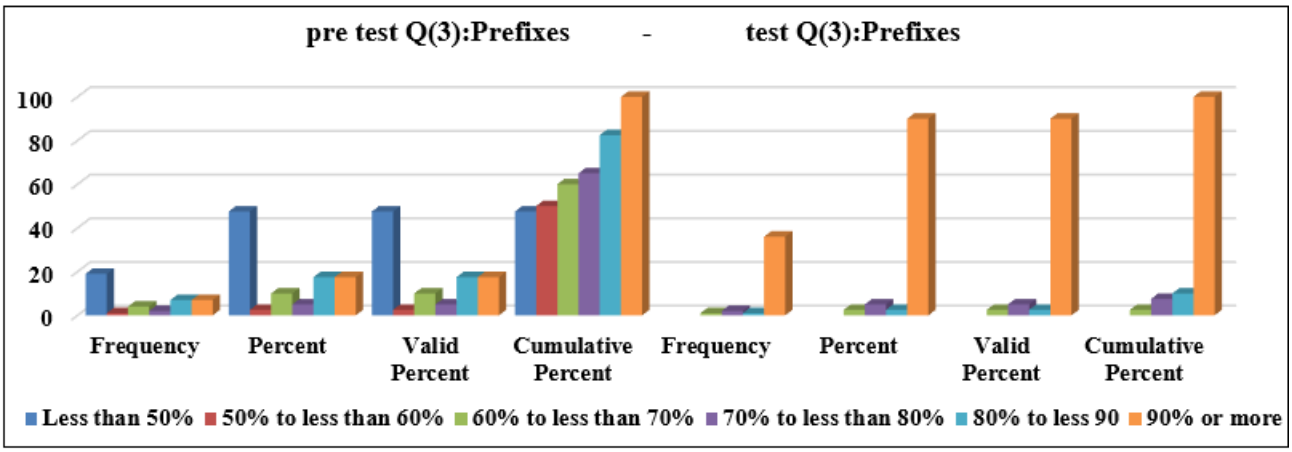

Figure 3: Prefixes

The result in pretest of question of suffixes 45%of examines is equal less than 50 degree and 22.5% of examines is equal (80-90) degree and 30% of examines is equal great than 90, 2.5% of examines is equal (50-60).

In test no result less than 70 degree in exam 97.5% of examiners equal >90 there is a significant between the test in a result.
The pretest result is 77.5% of examiners is equal less than 50 degree in a composition also 7.5% is equal (80-90) degree also 10% is equal (60-70) degree also2.5% is equal (50-60) degree also 2.5% is equal (70-80) degree

No one equal great than 90 degree in a test 30% of examiners is equal less than 50degree 52.5% of examiners is equal 80-90 degree
10% of examiners is equal70-80 degree
5% of examiners is equal 60-70 degree
2.5 of examiners is equal 50-60 degree

Also 2.5% examiners equal 60-70% that mean there is a significant between the pretest and test in the result of prefixes

Summary test
EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary

		Chi-Square	df	Asymp. Sig.
Pre- Test Statistics	Q (1): Grammer	9.200[a]	5	0.101
	Q (2): Suffixes	15.000[b]	3	0.002
	Q (3): Prefixes	32.000[a]	5	0
	Q (4): Composition	83.500[c]	4	0
	Mark	20.900[a]	5	0.001
Test Statistics	Q (1): Grammer	36.600[a]	3	0
	Q (2): Suffixes	36.100[b]	1	0
	Q (3): Prefixes	90.200[a]	3	0
	Q (4): Composition	35.750[c]	4	0
	Mark	6.200[a]	3	0.102

Null hypothesis: EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary.

Alternative hypothesis: EFL secondary school teachers have negative attitudes towards using Smart Board in teaching English vocabulary.

It is clear from the above table that the values of chi-square test, all values probability, are smaller than 0.05, so we accept the null hypothesis and reject the alternative hypothesis, i.e. EFL secondary school teachers have positive attitudes towards using Smart Board in teaching English vocabulary

4. Conclusion

This study set out to examine the effectiveness of smart boards in teaching English vocabulary and their contribution to enhancing secondary school students' academic achievement in Sudan. Employing a descriptive–analytical approach, the research analyzed data from both vocabulary achievement tests and teacher perceptions, providing a comprehensive understanding of the pedagogical value of smart board integration. The results confirmed that teachers of English as a foreign language hold positive attitudes toward the use of smart boards, and that these tools significantly enrich the teaching and learning process.

Findings indicate that smart board usage fosters student engagement, encourages interactive classroom participation, and enhances vocabulary retention. Additionally, the technology offers distinct pedagogical benefits, such as multimodal input, immediate feedback, and adaptability to varied learning styles, making it a valuable supplement to traditional instructional methods. Despite these advantages, the successful implementation of smart boards depends on adequate institutional support, teacher training, and sustained investment in modern educational technologies.

In light of these outcomes, the study recommends that schools allocate resources for the acquisition of smart boards, prioritize professional development programs to build teacher competence, and adopt innovative instructional practices that extend beyond traditional ICT applications. Policy makers and administrators should also ensure the availability of trained personnel to support teachers in effectively utilizing these tools. Collectively, such measures can maximize the potential of smart boards, ultimately leading to improved learning experiences and academic performance in English language classrooms.

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